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The present paper discusses the need for a sex and family life education program in the schools, problems encountered in planning such a program, and the steps taken by the Orleans Parish Schools, New Orleans, Louisiana, to establish community support and implement such a program. The first report presents the findings of a sample survey of 500 registered voters, measuring attitudes toward planned development of an instructional program on family life and sex education in the public schools. Evidence indicates that most parents would favor such a program, because parents feel children learn much erroneous and harmful information from informal sources. Parents also feel ill-equipped to provide adequate instruction without the help of trained professionals. The outline of a teacher-training workshop in sex education is then presented, followed by the syllabus of a graduate education course in sex education offered by Tulane University. (BP)

ED 027 580

FAMILY LIFE AND SEX EDUCATION

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CG 003643

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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On January 15, 1967 the New Orleans Public Schools submitted a planning grant proposal for consideration under the provisions of Title III Elementary and Secondary Education Act of 1965. The proposed project was to involve intensive planning in the field of family living and sex education and to develop a program designed to specifically identify a proper and effective role for New Orleans Public Schools in meeting contemporary needs of youth in its community. The initial grant was awarded in June 1967. The original statement of need related various social and health pressure points to the necessity of planning such a program.

A study conducted in New Orleans by Dr. Joseph D. Beasley, M.D. and the staff of the Population and Family Studies Unit of the Tulane University School of Medicine revealed in the population at large a shocking lack of knowledge about reproductive physiology. This information was coupled, however, with the belief of 98 percent of those contacted that reproductive physiology should be taught beginning in junior high school.

The percentage of the people studied in Dr. Beasley's report, conducted with funds from a Children's Bureau Program Development Grant, with no knowledge of reproductive physiology by socio-economic class are:

Upper - 12% Middle - 30% Lower - 53%

The percentage with no knowledge of the ovulatory cycle by socio-economic class are:

Upper - 35% Middle - 61% Lower - 85%

Twenty percent of the women interviewed in the survey said that there was less than eight months between their wedding and the birth of their first child.

Other problems of social and health pressure points are revealed in information obtained from the "Statistical Report of the Division of Public Health Statistics", Louisiana State Board of Health, 1965.

There were 9,702 illegitimate births in Louisiana during 1965 (3,097 in New Orleans), a ratio for resident mothers of 119.4 illegitimate births per 1,000 live births. This was a substantial increase over the previous years and reflects a consistent increase. The following table shows national and Louisiana illegitimacy ratios (ratio equals illegitimate births per 1,000 live births):

	1960	1961	1962	1963	1964	1965
United States	52.7	56.3	58.8	63.3	65.8	N.A.*
Louisiana	91.5	94.6	98.4	101.6	111.2	119.4

*Not Available

There has been a steady increase in the number of mothers between the ages of 15 and 19. The increase in New Orleans began in 1955. In 1965, 59 children were born to mothers between the ages of 10 and 14, and 2,626 were born to mothers between the ages of 15 and 19.

Venereal disease is another problem plaguing public health agencies. The president-elect of the American Medical Association, Dr. Milton O. Rouse, said that "By far the most urgent need in the war against venereal disease

is to get the problem out in the open, just as it was done with tuberculosis and smallpox." Dr. Rouse, in his speech before the Conference of VD Control Officers held in New Orleans January 10-12, 1967, blames the nationwide resurgence of venereal diseases on America's moral relaxation.

Venereal disease continues to be the most widespread communicable disease, with 9,051 cases reported in the state of Louisiana for 1965. Health authorities contend that the number of reported cases of venereal disease represent less than half of the actual cases. Family physicians continue to treat numerous persons with venereal disease without filing the requested communicable disease report.

An increase of 225 cases of gonorrhea has been reported over the previous year. During the past year, 72 persons in the state died as a direct result of syphilis (one of these persons was less than one-year old).

The gonorrhea cases reported in Louisiana for 1965 in specific "youth" groupings are as follows:

7 cases	-	Under one-year old
7 cases	-	Age group 1 - 4
17 cases	-	Age group 5 - 9
56 cases	-	Age group 10 - 14
4,228 cases	-	Age group 15 - 24

Syphilis cases reported in Louisiana for 1965 in specific "youth" groupings are as follows:

36 cases	-	Under one-year old
5 cases	-	Age group 1 - 4
3 cases	-	Age group 5 - 9
18 cases	-	Age group 10 - 14
788 cases	-	Age group 15 - 24

Twenty-nine percent of the total number of venereal disease cases in the state of Louisiana were reported in New Orleans.

Of the divorce statistics reported to the state by thirty-one parishes, almost half, or 1,540 divorces, were reported by Orleans Parish.

All adults, both laymen and professionals, are faced with acute choices in attempting to plan a program in family life and sex education for school children.

Instant electronic communication has done a great deal in promoting an age of cultural and moral relativism. The hue and cry for flexibility and allowance for individual choices and decisions is intense, while at the same time the need for individual and collective social responsibility is increasingly critical.

The resolution of individual and societal ambivalence is frequently attempted, though rarely accomplished by the employment of carelessly formulated normative pronouncements.

There are fundamental goals to be sought, and there are universals that provide us with guidance in the formulation of our goals. Nearly all men are agreed that fear, ignorance, poverty, disease and injustice are evil. Our society has made massive commitments to the elimination of these ills.

The resolution of what "ought" to be incorporated into a program for family life and sex education is within our grasp if we focus from these universals. The examination of process and content becomes an exercise in logic and the exposure of non-logic. It becomes an attempt to determine the compatibility of proposed family life and sex education curriculum to the universals and logical adherence suggested.

DILEMMAS IN FAMILY LIFE AND SEX EDUCATION

A prior consideration of dilemmas to be faced in planning a program is desired. The following is illustrative of areas where ambivalence will impede decisions regarding process and content.

Individual decisions and Social Responsibility.

Being flexible and taking a stand.

Relating education to experience.

Using normative statements and consideration of norms.

Needs and normative standards.

Laws based on normative standards and laws based on needs.

The first dilemma, that of individual decision-making and social responsibility seems to appear most often in relation to the question of premarital sexual intercourse. When a young unmarried person asks, "What is wrong with having sexual intercourse with someone I love?," the answer must include information about social responsibility. If the answer to this dilemma is that we must be flexible and take into consideration the relationship and maturity of the couple involved, we are not, to this author's mind, precluding the revelation of our own standards.

The existence of a burlesque theater in Buffalo or a French Quarter in New Orleans does not make impossible the active community support of the public library. Just as it is the teacher's or professor's duty to provide an answer to the pupils' questions, so, it is the duty of every adult to stand ready to reveal his or her stand in time on any given issue.

A concrete illustration of the next dilemma, that of attempting to relate education to experience, may help to provide more clarity on the

question of "When" to provide education about reproduction, intercourse before marriage, and ethical and social considerations involved in these problems. Many parents appear shocked when it is suggested that children of ten and eleven years of age be taught about intercourse, pregnancy, venereal disease, and protective measures against intrusion of these problems at such a "tender" age. At the same time both educators and parents may completely ignore the fact that for every ten years during the past century, menses in the adolescent girl has occurred on the average of nine months earlier than the previous decade. Thus the average adolescent girl matures biologically around ten or eleven years as against seventeen years of age a century ago. This has obvious implications for relating reality to educational planning in this area. School children in the fifth and sixth grade are now subjected to earlier sexual pressures and problems. If the parents and the school are to understand these problems and assist the sexual maturing of these young children, then integration of a family life and sex educatio. must be made at appropriate age-grade slots in the school curriculum.

Another dilemma is that of using normative statements and the consideration of norms. In facing social welfare requirements for the nation we are faced with the question of "shall we give the people what they 'ought' to have or what they 'want'?" And further, the question is asked, "who determines the 'ought'?" Ignoring the "ought" and "should" for the moment we are faced with more practical considerations. If the "norm" is pre-marital intercourse or heavy necking and petting, if within the "norm" we find masturbation and homosexuality, then the application of groundless normative statements will not work. If young people are committed to freedom of choice in their actions, then an appeal on logical

grounds or a normative standard based on norms may resolve this dilemma. Coercive power applied to a calculative or morally committed group of youngsters is consigned to failure. Asymetrically designed educational plans are worse than no plans in that they can lead only to the further alienation of your youth.

Realization of these dilemmas provides another, that of providing normative standards that are acceptable to our youth and at the same instant meet their needs in an honest effort to provide and assist them in their early decisions. An honest, successful effort in family life and sex education will demonstrate in objectives, scope, and sequence, a high degree of harmony with reality.

A final dilemma which does not as directly affect planning for family life and sex education but nevertheless deserves consideration is that of laws based on normative standards and laws based on needs. One sage or wag?, - has remarked that most laws are made by men to protect women, but what women? Dr. Calderone of S.I.E.C.U.S. has put it another way, "Most men want to marry virgins, --and do their best to make sure there aren't any left to marry."

It would seem as though an ideal sexual law would provide that sexual activity not be prohibited to any greater extent than is necessary to protect vulnerable citizens from intrusive sexual activity. This would protect youngsters, mental defectives, and others who could possibly be intruded upon, while at the same time greatly reduce the exploitation of the law for blackmail of one sort or another. New York State has taken a step in this direction with the reduction of the sentence for prostitution.

PALEOLOGIC

Prior to a consideration of the dilemmas to be faced, it has been stated that the examination of process and content in organizing and operating a program in family life and sex education becomes an exercise in logic and the exposure of non-logic. A superficial examination exposes non-logic or paleologic at every turn of the road. Kittens have kittens, dogs have dogs, but storks have people. Youngsters are confused, mis-routed, but not fooled. The young mother says to her little boy or girl, "Never speak to a stranger," and in the next breath says, "Always be polite." Or she says, "Don't cross the street, -- unless I'm watching you out the window." The little boy is told, "John is coming and as the host you must do what he wants to do," and later when visiting John's house he is told, "Now, you're going to be a guest at John's house and you must do what John wants to do."

The continued transmission of non-logic or paleologic in educating our children is not a desirable goal.

PLANNING THE PROGRAM: THE PROCESS

Objectives

The days of professional educators planning programs without gaining the consensus of the community are rapidly coming to an end. The first and most obvious step in planning a program in family life and sex education is the formulation of objectives that are compatible with the universals mentioned and are in harmony with community needs and interests.

These objectives should take into account the need for more research and broader information on the biological, psychological, social, and cultural aspects of family and sexual life, as well as the acute need for improved conditions for families in all segments of our communities.

The need for knowledge of community opinion prompted Orleans Parish to contract with Louis, Bowles and Grace, Incorporated of Dallas, Texas to conduct a parish-wide survey of attitudes of Orleans voters towards sex education in the public schools during the autumn of 1967. The following is a reporduction of the report submitted by that firm.

ATTITUDES OF ORLEANS VOTERS

TOWARD SEX EDUCATION

IN THE PUBLIC SCHOOLS

November 1967

Confidential Report of a Parish-wide Sample Survey

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INTRODUCTION

This report presents the findings of a parish-wide sample survey measuring attitudes of Orleans Parish voters toward planned development of an instructional program on Family Life and Sex Education in the public schools.

A representative cross section of 550 registered voters was interviewed with a uniform questionnaire. The survey was conducted in the same manner as similar samplings that in recent years have proven highly reliable in measuring the opinions of Orleans voters. Sampling procedures and characteristics of the cross section are described in the section entitled The Survey Plan at the end of this report.

The survey measured parish-wide opinion as of November 13-27, 1967. The results are presented as a planning guide for the Orleans Parish School Board in arriving at the appropriate decisions in development of the proposed instructional program.

The interviews were supervised by a local supervisor throughout the course of the survey. A sample of each interviewer's work was verified by means of reinterviewing the respondent. All completed interviews were checked for compliance with instructions, then edited and coded for IBM tabulation. The tabulations were accomplished on IBM equipment in the offices of our research firm.

A Summary of Findings presents the highlights of the results. The summary is followed by statistical tables reflecting the results in greater detail.

SUMMARY OF FINDINGS

I. THE SITUATION IN BRIEF

Survey evidence indicates that most parents in Orleans Parish would favor an instructional program in the public schools dealing with family life and sex education. This favorable disposition arises from several ideas. First, there is a disposition to believe that what children are presently learning often comes from the wrong sources, is not beneficial to the child, and, indeed, often has a detrimental effect. Secondly, there is a belief that no more than half of the parents are really capable of teaching their children while ideally the instruction in these matters should take place in the home.

As a natural outgrowth of the feelings about present information available to children, it is not surprising that a majority feel that the schools should play some role in education dealing with these matters. It should be understood, however, that the schools are not viewed as being a replacement for the home but rather as an adjunct to the home or, in cases where the home fails, as a guarantee of some proper instruction.

Except for an insistence that the instructors be adequately prepared to teach the subjects involved there is little disposition on the part of parents to attempt to dictate the manner in which the subject matter should be taught. There is, as might be expected, resistance among many to instruction in birth control, but there are more who favor such instruction than oppose it. There is a disposition to believe that sex education should be in classes which are <u>not</u> coeducational, but otherwise the school system can anticipate little if any significant opposition to devising the curriculum as it thinks best for the children.

II. VIEWS OF PRESENT INSTRUCTION

The Sources of Information

Only about one respondent in four (24%) feels that most of what children now learn about sex matters is learned from their parents, with 6% believing "other adults" impart most of such learning to the children. Nearly half (47%) believe that children learn most of what they learn from contemporary associates. One respondent in five (20%) could hazard no opinion as to the primary source of information. (See page 7.)

The Value of the Information

Nearly half (48%) of the respondents believe that most of what children are now learning is not good for them, but three in ten (29%) feel that most of it is good. Nearly one in four (23%) is undecided as to whether the children get more good or harm from what they are learning. (See page 8.)

The Effect of the Information

Asked how what they learn affects children, about one third (35%) could express no opinion. There was a greater tendency, however, for people to respond in terms of harmful effects than in terms of beneficial ones. Most frequently mentioned as an effect of what children are presently learning was the tendency for them to become misinformed and confused, to be given distorted ideas (28%). Ranking second was the idea that what they are learning encourages premature activity and experimentation (14%). The third most frequent comment, however, was to the effect that children today are better informed and better prepared for life (11%). Nearly one in ten (8%) expressed the opinion that what children are presently learning leads to anti-social or criminal behavior, ranging from hippy-ism to prostitution and narcotics addiction. (See pages 9-11.)

The Ability of Parents to Instruct

Only three respondents in ten (31%) believe that more than half the parents they know who have children in school are competent to teach their children healthy attitudes about sex and family life. Six in ten (62%) believe that half or less are capable of such instruction.

II. VIEWS OF PRESENT INSTRUCTION, Continued

The Ability of Parents to Instruct, Continued

An almost identical division of opinion exists when respondents are asked what percentages of the parents they know who have children in school are capable of teaching their children the facts about the organs and the process of reproduction. Three in ten (30%) feel that more than half are capable of so doing. Six in ten (62%) feel that half or less have the capacity.

In response to either question, less than one in five (18% and 19%) felt that nearly all the parents they knew were capable of fulfilling the instructional function asked about. (See pages 12-13.)

Acceptance of Formal Instruction

Approximately three respondents in four (74%) feel that it is better to have some kind of program to educate children about sex and family life than it is to leave them alone to find out for themselves. At present, only 13% feel the children should be left alone to make their own discovery. Another 13% are undecided on the matter. (See page 4.)

III. PUBLIC SCHOOL INSTRUCTION

Awareness of Plans to Develop Program

Only one respondent in three (34%) reports having heard of plans to develop an instructional program on Family Life and Sex Education in the public school system.

The Role of the School

Although more than four in ten (44%) feel that this kind of instruction should be accomplished entirely in the home, five in ten (50%) feel that the school should play a role. Only 13% feel that this kind of instruction should be devoted entirely to the school, but one third (32%) believe that it should be a cooperative venture between home and school. Another one in twenty (5%) believes that it should combine the instructional capabilities of home, school, and church. It should be noted, too, that when asked where or how they think children should be instructed, only one in twenty (5%) was undecided. (See pages 5-6.)

The Benefit of a School Program

Asked whether they thought more good or harm would result from a sex education program in the public schools, two respondents in three (65%) expressed the opinion that more good would result. Only 14% felt that more harm would accrue, while another 14% felt that the good and harm would be about equally balanced. (See page 14.)

Suggestions for a Successful Public School Program

Asked what they thought should be done to make such a program in the public schools successful, nearly half (48%) could make no suggestions. Among those who could, however, the most frequent suggestion (26%) was ensuring that the instructors are competent to teach the subject. Among the other most frequent suggestions were: (1) make sure that the instruction covers basic information (10%); (2) operate through separate classes for boys and girls (7%); (3) take a gradual approach (6%); and (4) make the instruction a part of the required curriculum, not an elective matter (6%). (See pages 15-17.)

In a similar vein, when asked what they might disapprove of in a public school program of instruction, the same general topics emerged. Most frequently mentioned as a topic of potential discontent was the possibility of incompetent instructors (12%). Second most frequently mentioned was coeducational classes (11%), followed by a concern over the possibility of attempting to teach too much too soon (4%). Note, however, that two in three (67%) could think of nothing that they might object to in a public school program of this type. (See pages 18-19.)

III. PUBLIC SCHOOL INSTRUCTION, Continued

The Preferred Type of Program

The respondents were asked to choose between two basic types of programs which might be presented in the public schools. One was a program which confines itself to the basic biologic facts surrounding human sexuality, while the alternative seeks to provide instruction in attitudes, manners, and mores. The choice between the two was clear-cut. Two out of three (65%) expressed a preference for instruction which included the development of healthy attitudes as well as the basic facts. Less than one in five (17%) expressed a preference for the more limited program, and one in ten (11%) rejected both. (See page 20.)

IV. SOME MATTERS OF CURRICULUM

The Time to Start

Given an opportunity to express an opinion as to the grade in which instruction in sex and family life should be commenced, there was, as might be expected, wide variation in opinion. About half of all respondents (49%), however, chose either the 5th, 6th, 7th, or 8th grade as the time to begin. Another one in five (19%) selected a grade somewhere between kindergarten and the 4th grade. One in ten (11%) felt it should be in the 9th grade or later, a similar number (11%) feeling that it should not be instituted at all. 10% were undecided. (See pages 21.)

Coeducational Classes

Asked whether they feel boys and girls should be taught in the same, or different, classes, two out of three (65%) expressed the opinion that the classes should be segregated. Less than one in five (17%) favored coeducational classes, while one in ten (11%) said it made no difference to them whether the classes were coeducational or not. (See page 32.)

Curriculum Approaches

About three respondents in four (73%) would approve of the inclusion of instruction dealing with sex and family life in courses which are already a part of the established curriculum. Less than one in five (18%) would disapprove of this approach. (See page 23.)

There is somewhat less approval of the creation of new courses designed exclusively to provide instruction in these matters. Approval, however is still registered by two out of three (67%). Approximately one in four (24%) would disapprove of special classes for instruction in sex and family life. (See page 24.)

Given an opportunity to express an opinion on inviting guest lecturers -- doctors and psychologists, for example -- to discuss these matters before classes, about eight in ten (82%) were favorable to the idea. Only 13% expressed disapproval. (See page 25.)

IV. SOME MATTERS OF CURRICULUM, Continued

Subject Matter

The respondents were shown a card with ten broad topics which might possibly be included in a curriculum dealing with matters of human sexuality and family relations. They were asked to indicate which of the topics they felt it would be good to include in such a curriculum. Then, in similar manner, they were asked which they would oppose being included. The following table compares the frequency of selection for each topic, both as to inclusion and exclusion: (For detailed tabulations see pages 26-31.)

	Favor Including	Oppose Including
How the body works and how to keep it clean and healthy	76%	3%
What a family should be	62	5
The proper dating relationship	62	6
How babies are created and born	61	10
Legal and moral responsibilities of being parents	59	7
Facts about sexual diseases -- how to avoid them, and what to do if exposed	58	10
The relationship between love and sex	58	11
The problem of sex before marriage	55	9
Facts about people with unusual sex habits and how to deal with them	48	18
Facts about birth control	40	29

V. A FINAL NOTE

It is clear from these findings that parents will feel most comfortable in a situation in which guest lecturers are invited to participate in regularly scheduled classes -- such as social studies or biology -- for the purpose of providing the instruction desired. Unless parents see some indication that personnel who are not well qualified are teaching in this area, or unless parents see some indication that too much emphasis is being placed upon the subject, there is likely to be little controversy or conflict arising from efforts of the public schools to guarantee adequate instruction in family life and human sexuality.

EXPLANATION OF TABLES: THE RESULTS IN MORE DETAIL

Presented in this section are the statistical tables giving complete results of answers to the survey questions. The order of presentation follows the sequence of the questions as they were asked in the survey.

Responses to most of the questions are tabulated by detailed breakdowns showing age, sex, race, religious preference, socio-economic level, and groups of voters who now have, and don't have, children in school (from kindergarten through the 12th grade), with those having children in school being sub-divided into those having them in public and private (including parochial) schools. For the analysis by socio-economic levels, respondents were divided into three equal groups and labeled "Upper Third", "Middle Third", and"Lower Third". The socio-economic classifications are based upon the respondent's apparent standard of living as judged by the interviewer together with the amount of formal education reported by the respondent.

Percentages in the tables are rounded to the nearest whole number. When the result is less than one-half of one percent, it is shown as a hyphen (-).

In some cases it will be found that a column of percentages with an indicated total of 100% will actually add to slightly more or less. This is the result of rounding of individual percentages to the nearest whole number and not forcing them to add to 100%. In cases where totals are indicated to be more than 100%, more than one answer was given to the question; as in the case of respondents asked to select topics of instruction which they felt should be included in an appropriate curriculum.

Percentages should be read across -- horizontally -- where percent signs are shown in the left-hand column. Read percentages down -- vertically -- where percent signs are shown at the top of comparative columns.

The number of interviews on which the percentages are based is given in each table; at the foot of each column where results are set out vertically, and at the extreme right where results are arrayed in a horizontal manner. This is done to provide a basis for judging the statistical stability of each finding separately. In evaluating the results of any sample survey, care should be taken not to attribute greater precision to percentages than is warranted by the size of the sample or sub-sample. A finding based upon sampling is likely to vary somewhat from the count that would be obtained with a complete census. The variation is likely to be relatively small when based upon a large sample, somewhat greater as the size of the sample diminishes.

When judging the data, it is recommended that consideration be given not only to the size of the statistical base, but also to the effect of the sequence in which the questions were asked. Evaluation should be on the basis of the pattern of results within the whole body of evidence, rather than upon conclusions derived from individual percentages.

AWARENESS OF PLANS FOR PROGRAM DEVELOPMENT

"Have you heard or read anything about plans to develop an instructional program on Family Life and Sex Education in the public school system?"

	Yes	No	Base - Number Of Interviews 100%
Total sample	34%	66	550
By sex:			
Male	36%	64	272
Female	32%	68	278
By age:			
Under 35 years	39%	61	178
35 to 49 years	32%	68	198
50 years and over	29%	71	171
By race:			
White	31%	69	398
Negro	41%	59	152
By socio-economic level:			
Upper third	44%	56	184
Middle third	28%	72	183
Lower third	29%	71	183
By religious preference:			
Catholic	31%	69	332
Protestant	40%	60	196
By status of children in school:			
Have children in public school	34%	66	148
Have children in private school	34%	66	136
Have no children in school	33%	67	296

OPINION OF DESIRABILITY OF FORMAL PROGRAM

"Which do you think is better -- having some kind of program to educate children about sex and family life, or leaving children pretty much alone to find out for themselves?"

	Leave Alone	Having Program Better	Undecided	Base - Number Of Interviews 100%
Total sample	13%	74	13	550
By sex:				
Male	14%	71	15	272
Female	12%	77	11	278
By age:				
Under 35 years	11%	78	11	178
35 to 49 years	13%	76	12	198
50 years and over	15%	67	18	171
By race:				
White	14%	70	17	398
Negro	12%	85	3	152
By socio-economic level:				
Upper third	7%	81	12	184
Middle third	9%	79	12	183
Lower third	23%	62	15	183
By religious preference:				
Catholic	13%	71	16	332
Protestant	12%	80	8	196
By status of children in school:				
Have children in public school	9%	84	7	148
Have children in private school	11%	71	18	136
Have no children in school	17%	70	14	296

PREFERRED APPROACHES TO FORMAL INSTRUCTION

(Those saying they were undecided whether or not it would be better to have some kind of program to educate children about sex and family life, together with those who said they thought there should be some kind of program, were asked:)

"Where or how do you think children should be taught about the role of sex in life?"

	Those Having Children In Public School	Those Having Children In Private School	Those Having No Children Now In School	Total Sample
In the home by their parents: it is the parents' responsibility to teach their children about sex; a parent's job; parents' duty to become well-informed so they can properly teach their children; parents know when their children are ready for the facts of life; parents are able to teach the child gradually in stages; should be taught at home as soon as they begin to ask questions about sex; etc	40%	45%	47%	44%
Combination of both home and school: begin at home and continue at school under qualified guidance; the home first, and for better understanding, professional explanation in school; should begin at home, but as most parents don't know too much about sex, it should be taught in school; start at home and let the schools follow up; etc	37	36	27	32

PREFERRED APPROACHES TO FORMAL INSTRUCTION, Continued

	Those Having Children In Public School	Those Having Children In Private School	Those Having No Children Now In School	Total Sample
In the school, by teachers and counselors: start in school in the early years; there's no better place to teach sex than in the school system; should be taught in school as a regular subject by qualified personnel; parents don't always teach their children and they have to find out the best way they can -- they would get the correct information from trained teachers; the average parent does not know enough about the subject to teach the child; sometimes it's hard for parents to tell their own children about the "birds and bees"; let teachers because the parents don't; professional medical people can explain in school without making the child afraid; etc	11%	7%	15%	13%
Combination of home, school, and church: should start in the home and continue in the schools and churches; all three for a well-rounded sex education; if parents fail to do their part, the schools and churches can teach the child; etc.	8	5	4	5
Miscellaneous answers: from books; magazines; TV; child should discuss matters with the family doctor; etc	1	3	-	1
No ideas	2	3	7	5
	100%	100%	100%	100%
Base - number of interviews. . .	134	121	247	478

OPINION OF PRESENT PRIMARY SOURCES OF INFORMATION

"In your opinion, do children these days learn about sex matters more from their parents, or more from other persons? (If answered "others", asked:) What other persons?"

	Parents	Contem-poraries, Associates	Other Adults	TV, Books, Movies	No Opinion	Base - Number Of Interviews 100%
Total sample.	24%	47	6	3	20	550
By sex:						
Male.	26%	44	6	1	23	272
Female.	22%	51	6	4	17	278
By age:						
Under 35 years.	20%	51	8	2	19	178
35 to 49 years.	27%	47	4	4	18	198
50 years and over	25%	44	6	1	23	171
By race:						
White	26%	45	5	4	20	398
Negro	18%	54	9	-	20	152
By socio-economic level:						
Upper third	21%	54	5	5	15	184
Middle third.	24%	47	5	3	21	183
Lower third	27%	42	7	-	25	183
By religious preference:						
Catholic.	23%	50	5	2	19	332
Protestant.	24%	45	8	2	21	196
By status of children in school:						
Have children in public school. .	26%	47	7	1	19	148
Have children in private school .	22%	50	3	3	22	136
Have no children in school. . . .	24%	47	6	3	20	296

OPINION OF THE VALUE OF WHAT IS BEING LEARNED

"Do you feel that most of the things children are now learning about sex and family life are good, or not good for them?"

	Good	Not Good	Un-decided	Base - Number Of Interviews 100%
Total sample	29%	48	23	550
By sex:				
Male	32%	43	24	272
Female	26%	52	22	278
By age:				
Under 35 years	30%	52	19	178
35 to 49 years	28%	44	28	198
50 years and over	30%	47	22	171
By race:				
White	32%	42	25	398
Negro	20%	62	18	152
By socio-economic level:				
Upper third	28%	48	24	184
Middle third	31%	52	17	183
Lower third	29%	44	27	183
By religious preference:				
Catholic	30%	45	25	332
Protestant	27%	54	19	196
By status of children in school:				
Have children in public school	26%	49	26	148
Have children in private school	29%	43	28	136
Have no children in school	30%	49	21	296

OPINION OF EFFECT OF WHAT IS BEING LEARNED

"Tell me how you feel most children are being affected. Any other ideas you have about this?"

	Those Thinking Most of What Is Being Learned Is Good	Those Thinking Most of What Is Being Learned Is Not Good	Total Sample
Misinformed, confused, given distorted ideas: they develop an inhibited, fearful attitude toward life; can't adjust as adults; they don't get the true picture and become confused; they learn only the vulgar side of life; have warped ideas about the facts of life; get the wrong impressions; pick up filth; don't learn the real beauty; they hear but not in the right way; are totally ignorant of the true facts; etc. . . .	3%	51%	28%
Prompted to premature activity, experimentation: makes them older and wiser before their time; being stimulated too soon by sex symbols; try to grow up too young; have a tendency to experiment too soon; copy things they hear and see -- for instance, a little girl trying to dress "sexy"; emphasis placed on sex in movies and on TV arouses curiosity; hear just enough to make them curious; don't have time to mature and learn facts slowly; too young to know what they know; makes the boys notice the girls too soon; often results in early marriages and early divorces; etc. .	5	21	14

OPINION OF EFFECT OF WHAT IS BEING LEARNED, Continued

	Those Thinking Most of What Is Being Learned Is Good	Those Thinking Most of What Is Being Learned Is Not Good	Total Sample
Led to anti-social or criminal behavior: leads to juvenile delinquency; prostitution; out-of-wedlock pregnancies; learn to use narcotics; promiscuous behavior spreads venereal diseases; evil has been put into their minds; get on the "wrong track"; no morals or modesty; more illegitimacy than ever before; become hippies; etc	2%	15%	8%
Miscellaneous answers (harmful effect): become too "sassy"; lose respect for parents; teachers use slang talk to children; etc	2	3	2
Harmed in general (no specific effect mentioned): affected badly; don't think it's helping them; etc	1	-	-
Better informed, better prepared for life; have a more positive attitude toward life; have a better idea of what life and growing up is all about; children have to learn about life to lead a happy, normal life; develop a more wholesome attitude toward sex; feel free to ask questions -- not withdrawn like they used to be; a chance to learn sex in an intelligent way; does them a lot of good to understand more about life; etc. . . .	36	-	11

OPINION OF EFFECT OF WHAT IS BEING LEARNED, Continued

	Those Thinking Most of What Is Being Learned Is Good	Those Thinking Most of What Is Being Learned Is Not Good	Total Sample
Benefitted in general (no specific effect mentioned): good effects; working out all right; etc	2%	-	1%
Effect depends on source: if they learn the right way, they won't be affected; depends on who is telling them; depends upon the parents; depends on where they learn it; depends on where they get their information, and what type; etc.	6	-	3
No opinion, no answer. . . .	44	13%	35
	101%	103%	102%
Base - number of interviews.	160	263	550

OPINION OF PARENTAL ABILITY TO TEACH HEALTHY ATTITUDES

"I want to ask you now to make two guesses about all the parents you know who have children in school. . .First, would you say that nearly all, three-fourths, one-half, or less than half of them know how to teach their children healthy attitudes about sex and family life?"

	Nearly All	Three Fourths	One Half	Less Than Half	No Opinion	Base - Number Of Interviews 100%
Total sample.	18%	13	31	31	7	550
By sex:						
Male.	17%	13	33	30	8	272
Female.	18%	14	30	32	6	278
By age:						
Under 35 years.	20%	11	33	33	2	178
35 to 49 years.	15%	14	32	31	9	198
50 years and over	19%	14	28	29	9	171
By race:						
White	22%	14	30	26	9	398
Negro	7%	12	35	43	2	152
By socio-economic level:						
Upper third	21%	14	28	33	5	184
Middle third.	18%	15	30	30	7	183
Lower third	15%	11	36	29	9	183
By religious preference:						
Catholic	21%	13	28	30	8	332
Protestant.	13%	14	35	32	5	196
By status of children in school:						
Have children in public school.	14%	18	31	34	2	148
Have children in private school	26%	13	27	25	8	136
Have no children in school.	16%	12	33	31	8	296

OPINION OF PARENTAL ABILITY TO TEACH BASIC BIOLOGIC FACTS

"Would you say nearly all, three-fourths, one-half, or less than half of them know enough themselves to teach their children the facts about the organs and process of reproduction?"

	Nearly All	Three fourths	One Half	Less Than Half	No Opinion	Base - Number Of Interviews 100%
Total sample	19%	11	29	33	8	550
By sex:						
Male	17%	12	29	33	8	272
Female	20%	10	29	33	8	278
By age:						
Under 35 years	16%	11	29	39	4	178
35 to 49 years	19%	12	30	30	9	198
50 years and over	21%	11	27	30	11	171
By race:						
White	22%	13	26	29	10	398
Negro	11%	7	37	43	3	152
By socio-economic level:						
Upper third	21%	13	26	35	5	184
Middle third	19%	14	26	34	8	183
Lower third	17%	7	35	30	11	183
By religious preference:						
Catholic	20%	13	24	34	9	332
Protestant	17%	9	36	32	7	196
By status of children in school:						
Have children in public school	18%	14	29	36	4	148
Have children in private school	28%	12	24	28	8	136
Have no children in school	17%	10	31	33	9	296

OPINION OF VALUE AND HARM IN FORMAL PUBLIC SCHOOL PROGRAM

"Frankly speaking, do you feel that a sex education program in the public school system would result in more good than harm, or more harm than good?"

	More Good	More Harm	About Fifty-Fifty	No Opinion	Base - Number Of Interviews 100%
Total sample.	65%	14	14	7	550
By sex:					
Male	68%	15	12	6	272
Female	62%	14	17	8	278
By age:					
Under 35 years	69%	13	14	4	178
35 to 49 years	66%	12	15	7	198
50 years and over	60%	18	13	9	171
By race:					
White	58%	15	19	9	398
Negro	84%	13	3	-	152
By socio-economic level:					
Upper third	67%	12	15	6	184
Middle third.	70%	7	18	5	183
Lower third	57%	24	10	9	183
By religious preference:					
Catholic.	61%	15	15	9	332
Protestant.	72%	13	12	3	196
By status of children in school:					
Have children in public school	72%	7	15	5	148
Have children in private school	68%	7	16	10	136
Have no children in school	59%	20	16	6	296

SUGGESTIONS FOR SUCCESSFUL PUBLIC SCHOOL PROGRAM

"What if anything do you feel should be done to make a sex education program in the public schools successful? Anything (else) you suggest to make the program successful?"

	Those Thinking More Good Would Result	Those Thinking More Harm Would Result	Those Thinking Equal Good And Harm Would Result	Total Sample
Competent instructors, well-trained personnel: should be instructed by highly competent, mature people; instructors should have special training to teach subject; should be taught by professional, medical people; doctors, nurses, clergymen should be employed to handle various phases of the sex program; etc	31%	4%	32%	26%
Use factual approach -- present basic sex information: tell them the truth about sex; explain so all can understand; tell all the facts about birth and sex; the only training some children will receive is that given to them in school; a limited program concerning basic sex information; etc.	13	-	6	10
Separate classes for boys and girls: teach the girls separately from the boys; provide male teachers for the boys and female for the girls; etc	8	3	9	7
Gradual approach beginning in early years of school: start in the early school years and let it grow with them as a regular subject; begin with elementary children; begin				

SUGGESTIONS FOR SUCCESSFUL PUBLIC SCHOOL PROGRAM, Continued

	Those Thinking More Good Would Result	Those Thinking More Harm Would Result	Those Thinking Equal Good And Harm Would Result	Total Sample
in the early stages of school and take it step by step; design a program for children in their early school years -- broaden the program as the child matures; etc	6%	-	8%	6%
Introduce as a required academic course of study: make it an academic requirement; teach as a regular subject; should have a special class for it just like any other required subject; should be a part of every child's education; etc	8	1%	1	6
Cooperation, joint effort of parents and teachers: parents and teachers should work closely together; teachers must have cooperation from the parents; parents and teachers should meet and discuss problems; cooperation from everyone, parents, teachers, school officials; etc	3	3	18	5
Teach morality: teach them what is right and wrong--nothing dirty; teach them that education is more important than sex -- they have plenty of time for sex; show films about teenagers who get mixed up with the wrong information; teach them to bring good into them; show children how to conduct themselves with the opposite sex; etc.	4	-	-	3

SUGGESTIONS FOR SUCCESSFUL PUBLIC SCHOOL PROGRAM, Continued

	Those Thinking More Good Would Result	Those Thinking More Harm Would Result	Those Thinking Equal Good And Harm Would Result	Total Sample
Parent education: educate the parents first; orient the parents before the children go into the course; remove the fears of the parents so they can help the children; a shared course -- parents and children; would have to include both student and parent; etc	3%	3%	5%	3%
Start program at high school level -- not before	1	1	1	1
Co-educational classes: should teach the boys and girls together; teach to both sexes in the same class; etc.	1	-	-	-
No ideas	38	87	39	48
	116%	102%	119%	115%
Base - number of interviews.	356	78	79	550

TABOOS FOR SUCCESSFUL PUBLIC SCHOOL PROGRAM

"What if anything would you disapprove of in such a program. Anything (else) you think of that would be bad?"

	Those Thinking More Good Would Result	Those Thinking More Harm Would Result	Those Thinking Equal Good And Harm Would Result	Total Sample
Co-educational classes: mixed classes of boys and girls; classes separated for discussion of personal problems; might stir up sex ideas in them; etc. . . .	7%	32%	11%	11%
Incompetent instructors, untrained personnel: persons not equipped for this particular program; untrained personnel; teachers who are not qualified; program not being presented by professionals in their field; should be taught only by doctors or nurses; being taught by gym coaches; etc	13	8	14	12
Introducing subject prematurely: trying to teach the child when he is not mature enough to understand; children can be too young for such knowledge; have to be taught gradually; if children learn too much too soon, it is worse than not learning enough; etc	3	-	10	4
Failure to secure cooperation of parents: parents would have to be in favor of the program; if parents aren't enlightened, the program may fail; if not taken seriously by parents; etc	2	-	11	3

TABOOS FOR SUCCESSFUL PUBLIC SCHOOL PROGRAM, Continued

	Those Thinking More Good Would Result	Those Thinking More Harm Would Result	Those Thinking Equal Good And Harm Would Result	Total Sample
Too much emphasis on the subject: too much stress put on sexual relations can do much harm; children can get sex on their minds and forget about their books; distracts from other studies; tends to encourage free love; teaching birth control methods creates a desire to experiment; etc	3%	3%	3%	3%
Racially integrated classes: too many Negroes in our schools; "darkies" involved; that would be too much race and sex mixing; would not be good to teach colored and white together; wouldn't let my child sit in class with a bunch of Negroes and discuss sex; etc	-	12	-	2
General disapproval: disapprove of the whole program; training should be left up to the parents; should have no sex program in schools; etc	-	15	4	3
No ideas	75	38	52	67
	103%	108%	105%	105%
Base - number of interviews.	356	78	79	550

PREFERENCES BETWEEN PUBLIC SCHOOL PROGRAM TYPES

"As between these two general types of sex education programs, which one would you favor more in a public school system?"

(BF) Program extending over a period of years designed to teach only basic facts about sex.

(AH) Program extending over a period of years designed to develop attitudes, habits, and ideals as well as to teach basic facts about sex.

	BF Program	AH Program	Neither One	No Opinion	Base - Number Of Interviews 100%
Total sample	17%	65	11	6	550
By sex:					
Male	18%	62	13	7	272
Female	17%	68	10	5	278
By age:					
Under 35 years	19%	70	10	1	178
35 to 49 years	19%	66	9	6	198
50 years and over.	14%	60	16	11	171
By race:					
White.	15%	66	12	7	398
Negro.	23%	63	11	3	152
By socio-economic level:					
Upper third.	11%	77	6	5	184
Middle third	20%	68	7	5	183
Lower third.	20%	51	22	7	183
By religious preference:					
Catholic	17%	65	11	7	332
Protestant	17%	68	11	4	196
By status of children in school:					
Have children in public school	22%	71	5	2	148
Have children in private school.	19%	68	8	4	136
Have no children in school.	14%	62	16	8	296

OPINION ON GRADE IN WHICH PROGRAM SHOULD BEGIN

"In what grade of school, if any, do you think sex education should be started?"

	Kindergarten Thru 4th Grades	5th - 8th Grades	9th - 12th Grades	None	No Opinion	Base - Number Of Interviews 100%
Total sample	19%	49	11	11	10	550
By sex:						
Male	13%	51	12	12	12	272
Female	25%	48	9	9	9	278
By age:						
Under 35 years	24%	51	11	9	5	178
35 to 49 years	19%	48	11	9	13	198
50 years and over	14%	49	10	14	13	171
By race:						
White	18%	48	12	10	12	398
Negro	22%	53	7	13	5	152
By socio-economic level:						
Upper third	23%	49	14	5	9	184
Middle third	21%	55	9	5	10	183
Lower third	14%	44	9	22	11	183
By religious preference:						
Catholic	20%	46	12	9	13	332
Protestant	20%	55	7	12	6	196
By status of children in school:						
Have children in public school	20%	56	9	5	10	148
Have children in private school	24%	52	11	4	9	136
Have no children in school	18%	46	10	16	10	296

OPINION ON GRADE IN WHICH PROGRAM SHOULD BEGIN (BY INDIVIDUAL GRADES)

"In what grade of school, if any, do you think sex education should be started?"

	Kinder-garten	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	None	No Opinion	Base-No. Int. -100%
Total sample	2%	7	1	3	7	14	16	14	6	6	3	1	-	11	10	550
By sex:																
Male	-	6%	-	1	6	15	16	14	6	7	4	1	-	12	12	272
Female	3%	8	2	5	7	12	15	15	5	6	3	1	-	9	9	278
By age:																
Under 35 years	1%	11	1	6	6	15	16	13	7	8	2	1	-	9	5	178
35 to 49 years	2%	6	1	2	9	12	16	17	3	6	5	-	-	9	13	198
50 years and over	2%	4	1	2	5	14	14	13	8	5	2	1	1	14	13	171
By race:																
White	1%	6	1	3	7	14	16	13	6	7	4	1	-	10	12	398
Negro	3%	9	1	3	5	14	16	17	6	7	1	-	-	13	5	152
By socio-economic level:																
Upper third	2%	9	-	4	7	11	16	16	6	9	4	1	1	5	9	184
Middle third	1%	8	2	3	8	16	15	16	8	4	4	-	1	5	10	183
Lower third	2%	4	1	2	5	14	16	10	3	6	2	1	-	22	11	183
By religious preference:																
Catholic	2%	5	1	4	8	15	15	11	5	8	4	-	-	9	13	332
Protestant	2%	10	2	3	4	12	17	19	7	3	2	2	-	12	6	196
By status of children in school:																
Have children in public school	1%	7	3	1	7	14	18	16	8	7	-	1	1	5	10	148
Have children in private school	3%	7	1	3	10	16	18	15	3	6	5	-	-	4	9	136
Have no children in school	1%	7	-	4	6	12	15	14	6	6	3	1	-	16	10	296

ATTITUDE TOWARD INCLUSION IN EXISTING COURSES

"Do you approve or disapprove of the idea of including some teaching about sex and family life in various courses that are already in the school curriculum -- such as social studies, general science, and biology?"

	Approve	Dis-approve	Unde-cided	Base - Number Of Interviews 100%
Total sample	73%	18	9	550
By sex:				
Male	73%	18	9	272
Female	73%	18	9	278
By age:				
Under 35 years	79%	18	3	178
35 to 49 years	73%	16	11	198
50 years and over	67%	21	12	171
By race:				
White	70%	18	12	398
Negro	82%	18	-	152
By socio-economic level:				
Upper third	78%	13	9	184
Middle third	79%	13	8	183
Lower third	62%	28	9	183
By religious preference:				
Catholic	70%	19	11	332
Protestant	78%	16	6	196
By status of children in school:				
Have children in public school	79%	11	9	148
Have children in private school	75%	18	7	136
Have no children in school	69%	21	10	296

ATTITUDE TOWARD CREATION OF NEW COURSES

"Do you approve or disapprove of the idea of public schools offering new courses of study dealing wholly with matters of sex and family life?"

	Approve	Dis-approve	Unde-cided	Base - Number Of Interviews 100%
Total sample	67%	24	8	550
By sex:				
Male	67%	25	8	272
Female	68%	24	9	278
By age:				
Under 35 years	78%	21	2	178
35 to 49 years	64%	25	11	198
50 years and over	61%	27	12	171
By race:				
White	61%	27	11	398
Negro	84%	16	-	152
By socio-economic level:				
Upper third	67%	24	9	184
Middle third	75%	19	7	183
Lower third	61%	31	9	183
By religious preference:				
Catholic	65%	25	10	332
Protestant	72%	22	5	196
By status of children in school:				
Have children in public school	72%	20	8	148
Have children in private school	65%	27	7	136
Have no children in school	65%	26	9	296

ATTITUDE TOWARD GUEST LECTURERS

"Do you approve or disapprove of the idea of public schools bringing in professional experts, such as doctors and psychologists, to talk about matters of sex and family life to various classes?"

	Approve	Dis-approve	Unde-cided	Base - Number Of Interviews 100%
Total sample	82%	13	5	550
By sex:				
Male	82%	14	4	272
Female	82%	13	6	278
By age:				
Under 35 years	86%	12	2	178
35 to 49 years	81%	13	6	198
50 years and over.	78%	15	7	171
By race:				
White.	80%	13	7	398
Negro.	86%	13	1	152
By socio-economic level:				
Upper third.	89%	7	4	184
Middle third	86%	9	5	183
Lower third.	71%	23	6	183
By religious preference:				
Catholic	80%	14	6	332
Protestant	85%	13	3	196
By status of children in school:				
Have children in public school	89%	7	5	148
Have children in private school	83%	11	6	136
Have no children in school	78%	17	5	296

SUBJECT MATTER APPROVED IN PUBLIC SCHOOL PROGRAM

"On this card are various topics that might be covered in a public school program on sex education extending over a period of years. (Card B.) Which if any of these do you feel it would be good to have in such a program?"

	Males	Females	Total Sample
How the body works and how to keep it clean and healthy	75%	77%	76%
What a family should be	63	61	62
The proper dating relationship	63	60	62
How babies are created and born	63	58	61
Legal and moral responsibilities of being parents	61	57	59
Facts about sexual diseases -- how to avoid them, what to do if exposed	58	58	58
The relationship between love and sex	62	54	58
The problem of sex before marriage	57	53	55
Facts about people with unusual sex habits and how to deal with them	50	45	48
Facts about birth control	42	38	40
No opinion	17	16	17
	611%	577%	596%
Base - number of interviews	272	278	550

SUBJECT MATTER APPROVED IN PUBLIC SCHOOL PROGRAM, Continued

"On this card are various topics that might be covered in a public school program on sex education extending over a period of years. (Card B.) Which if any of these do you feel it would be good to have in such a program?"

	Catholics	Protestants	Total Sample
How the body works and how to keep it clean and healthy	76%	76%	76%
What a family should be	63	62	62
The proper dating relationship	60	65	62
How babies are created and born	57	66	61
Legal and moral responsibilities of being parents	60	60	59
Facts about sexual diseases -- how to avoid them, what to do if exposed	55	63	58
The relationship between love and sex	58	59	58
The problem of sex before marriage	53	59	55
Facts about people with unusual sex habits and how to deal with them	44	53	48
Facts about birth control	36	48	40
No opinion	18	14	17
	580%	625%	596%
Base -number of interviews	332	196	550

SUBJECT MATTER APPROVED IN PUBLIC SCHOOL PROGRAM, Continued

"On this card are various topics that might be covered in a public school program on sex education extending over a period of years. (Card B.) Which if any of these do you feel it would be good to have in such a program?"

	Those Having Children In Public School	Those Having Children In Private School	Those Having No Children Now In School	Total Sample
How the body works and how to keep it clean and healthy . .	80%	75%	74%	76%
What a family should be. . . .	65	66	58	62
The proper dating relationship.	64	65	58	62
How babies are created and born.	72	58	56	61
Legal and moral responsibilities of being parents . .	60	61	58	59
Facts about sexual diseases -- how to avoid them, what to do if exposed	58	59	57	58
The relationship between love and sex.	57	61	57	58
The problem of sex before marriage	59	55	53	55
Facts about people with unusual sex habits and how to deal with them	56	49	44	48
Facts about birth control. . .	43	40	40	40
No opinion	11	18	19	17
	625%	607%	574%	596%
Base - number of interviews.	148	136	296	550

SUBJECT MATTER OPPOSED IN PUBLIC SCHOOL PROGRAM

"Which if any of these (Card B) would you oppose having in a public school program on sex education?"

	Males	Females	Total Sample
Facts about birth control.	27%	31%	29%
Facts about people with unusual sex habits and how to deal with them. .	19	18	18
The relationship between love and sex. .	10	12	11
Facts about sexual diseases -- how to avoid them, what to do if exposed . . .	9	11	10
How babies are created and born.	8	11	10
The problem of sex before marriage . . .	7	11	9
Legal and moral responsibilities of being parents.	6	9	7
The proper dating relationship	6	6	6
What a family should be.	5	6	5
How the body works and how to keep it clean and healthy	4	3	3
No opinion	61	55	58
	162%	173%	166%
Base - number of interviews.	272	278	550

SUBJECT MATTER OPPOSED IN PUBLIC SCHOOL PROGRAM, Continued

"Which if any of these (Card B) would you oppose having in a public school program on sex education?"

	Catholics	Protestants	Total Sample
Facts about birth control.	34%	21%	29%
Facts about people with unusual sex habits and how to deal with them	21	15	18
The relationship between love and sex.	14	7	11
Facts about sexual diseases -- how to avoid them, what to do if exposed.	13	5	10
How babies are created and born. .	14	4	10
The problem of sex before marriage.	12	5	9
Legal and moral responsibilities of being parents.	10	5	7
The proper dating relationship . .	8	4	6
What a family should be.	7	3	5
How the body works and how to keep it clean and healthy	5	1	3
No opinion	54	63	58
	192%	133%	166%
Base - number of interviews. . . .	332	196	550

SUBJECT MATTER OPPOSED IN PUBLIC SCHOOL PROGRAM, Continued

"Which if any of these (Card B) would you oppose having in a public school program on sex education?"

	Those Having Children In Public School	Those Having Children In Private School	Those Having No Children Now In School	Total Sample
Facts about birth control. . .	26%	35%	28%	29%
Facts about people with unusual sex habits and how to deal with them.	14	20	20	18
The relationship between love and sex.	11	11	10	11
Facts about sexual diseases -- how to avoid them, what to do if exposed	8	11	10	10
How babies are created and born.	5	14	10	10
The problem of sex before marriage.	7	12	8	9
Legal and moral responsibilities of being parents . .	9	10	5	7
The proper dating relationship.	5	5	6	6
What a family should be. . . .	5	4	6	5
How the body works and how to keep it clean and healthy	1	5	4	3
No opinion	64	57	57	58
	155%	184%	164%	166%
Base - number of interviews.	148	136	296	550

ATTITUDES TOWARD COEDUCATIONAL CLASSES

"In courses where sex education is included, do you think it would be better to have boys and girls in the same classes, or in separate classes, or does it really matter to you?"

	Same Classes	Separate Classes	Doesn't Matter	No Opinion	Base - Number Of Interviews 100%
Total sample	17%	64	11	8	550
By sex:					
Male	18%	62	12	8	272
Female	15%	66	10	9	278
By age:					
Under 35 years . .	22%	61	10	7	178
35 to 49 years . .	12%	70	12	7	198
50 years and over.	16%	60	12	11	171
By race:					
White.	10%	72	9	10	398
Negro.	36%	43	18	4	152
By socio-economic level:					
Upper third. . . .	20%	60	13	7	184
Middle third . . .	14%	69	9	8	183
Lower third. . . .	16%	62	11	11	183
By religious preference:					
Catholic	14%	68	8	9	332
Protestant	20%	58	16	6	196
By status of children in school:					
Have children in public school . .	16%	68	8	7	148
Have children in private school. .	18%	65	8	9	136
Have no children in school	16%	61	14	8	296

This report is based upon interviews made with 550 registered voters in Orleans Parish. Those interviewed constitute a representative cross section of the registered electorate of Orleans Parish. The interviews conducted between November 13-27, 1967, were made by a trained staff of 14 interviewers covering 102 residential areas systematically distributed throughout the city.

The cross section was designed to give proportional representation to the five councilmanic districts of New Orleans in conformity with the latest available count of registered voters. The following table reflects the share of interviews allocated to each district:

	Interviews Made	
	Number	Per Cent
District A (Wards 13, 14, 16, 17)	114	20.7%
District B (Wards 1, 10, 11, 12, 15)	113	20.5
District C (Wards 2, 3, 4, 5, 6)	106	19.3
District D (Wards 7, 8)	117	21.3
District E (Ward 9)	100	18.2
	550	100.0%

The sampling procedure made provision for interviewing correct proportions of men and women voters of various age groups, white and Negro.

The following tabulations reflect characteristics of voters interviewed in the survey:

By sex:	
Men	49.5%
Women	50.5
	100.0%
By race:	
White	72.4%
Negro	27.6
	100.0%

By age groups:	
21 to 34 years	32.4%
35 to 49 years	36.0
50 years up	31.1
Age unreported	0.5
	100.0%
By education:	
College graduate	17.1%
Part college	13.8
High school graduate	28.6
Part high school	16.9
8th grade or less	20.7
Unreported	2.9
	100.0%
By religion:	
Catholics	60.4%
Protestants	35.6
Others (including all who gave no preference)	4.0
	100.0%
By school-age children in family:	
Some in public schools	26.9%
Some in private schools	24.7
Not any children in school	53.8
	105.4%

The interviewing process was supervised by a local supervisor throughout the course of the survey. A sample of each interviewer's work was verified by means of reinterviewing respondents. All completed interviews were checked for compliance with instructions, then edited and coded for IBM tabulation. The tabulations were accomplished on IBM equipment in the offices of our research firm.

Community support was evident in this survey. The survey did not necessarily represent the posture which might be taken by parents of children at all socio-economic levels. It was decided to survey all parent teacher organizations in the city through the Orleans Parish Office of Family Life and Sex Education. These surveys represent all socio-economic groups and all parent-teacher organizations regardless of race, geography, or socio-economic level. The results of the survey are strikingly similar to those of Louis, Bowles and Grace, Incorporated. The following is a reproduction of the survey and the cumulative results obtained. These surveys provided enough evidence of interest and need for family life and sex education to prompt a decision in favor of planning a pilot program.

FAMILY LIFE AND SEX EDUCATION

Opinion Survey

Instructions:

Please circle the number of the answer that best describes you or your opinion.

Please fill in the blanks in questions #13 and #21.

Your frank opinions on question #23 as well as all other questions will be greatly appreciated.

Thank you for your cooperation in this survey.

Please circle number for answer

Item	Row
1. Sex	1. Male 2. Female
2. Age Group	1. 21 to 34 years 2. 35 to 49 years 3. 50 years up 4. not given
3. Education	1. College graduate 2. Part college 3. High school graduate 4. Part high school 5. 8th grade or less 6. not given
4. Religion	1. Catholic 2. Protestant 3. Jewish 4. Other Specify_____ 5. None
5. School-age children in family	1. Some in public schools 2. Some in private schools 3. Not any children in school

6. Which do you think is better -- having some kind of program to educate children about sex and family life, or leaving children pretty much alone to find out for themselves?

   1. Leave alone
   2. Having a program is better
   3. Undecided

7. In your opinion, do children these days learn about sex matters more from their parents, or more from other persons?

   1. Parents
   2. Others
      Specify_____
   3. No opinion

8. Do you feel that most of the things children are now learning about sex and family life are good, or not good, for them?

   1. Good
   2. Not good
   3. Undecided

9. Would you say that nearly all, three fourths, one-half, or less than half of parents with children in school, know how to teach their children <u>healthy attitudes about sex and family life</u>? (Just your guess.)

1. Nearly all
2. Three fourths
3. One half
4. Less than half
5. *Other answer
6. No opinion

*Other answer:

10. Would you say nearly all, three fourths, one half, or less, of parents with children in school, know enough themselves to teach their children the <u>facts about the organs</u> and process of reproduction? (Just your guess.)

1. Nearly all
2. Three fourths
3. One half
4. Less than half
5. *Other answer
6. No opinion

*Other answer:

11. Frankly speaking, do you feel that a sex education program in the public school system would result in more good than harm, or more harm than good?

1. More good
2. More harm
3. About fifty-fifty
4. No opinion

12. As between these two general types of sex education programs, which one would you <u>favor more</u> in a public school system?

1. A program extending over a period of years designed to teach only basic facts about sex.
2. A program extending over a period of years designed to develop attitudes, habits, and ideals as well as to teach basic facts about sex.
3. Neither one
4. No opinion

13. In what grade of school, if any, do you think sex education should be started?

    1. Grade suggested_____
    2. None, wouldn't start it
    3. Undecided

14. Do you approve or disapprove of the idea of including some teaching about sex and family life and various courses that are already in the school curriculum -- such as social studies, general science, and biology?

    1. Approve
    2. Disapprove
    3. Undecided

15. Do you approve or disapprove of the idea of public schools bringing in professional experts, such as doctors and psychologists, to talk about matters of sex and family life to various classes?

    1. Approve
    2. Disapprov
    3. Undecide

16. Listed below are various topics that might be covered in a public school program on sex education extending over a period of years.

    1. How the body works and how to keep it clean and healthy.
    2. How babies are created and born.
    3. Facts about birth control.
    4. Legal and moral responsibilities of being parents.
    5. Facts about sexual diseases -- how to avoid them, what to do if exposed.
    6. Facts about people with unusual sex habits and how to deal with them.
    7. The relationship between love and sex.
    8. The proper dating relationship.
    9. The problem of sex before marriage.
    10. What a family should be.

    Which, if any, of these do you feel it would be good to have in such a program? Please circle the number corresponding to preferences.

    1 2 3 4 5 6 7 8 9 10

17. Which, if any, of these would you oppose having in a public school program on sex education? Please circle number corresponding to statement.

    1 2 3 4 5 6 7 8 9 10

18. In courses where sex education is included, do you think it would be better to have boys and girls in the same classes, or in separate classes, or does it really matter to you?

1. Same classes
2. Separate classes
3. Doesn't matter
4. No opinion

19. Are you renting or do you own your own home here?

1. Renting
2. Owner

20. Are you a registered voter?

1. Yes
2. No

21. What ward is your residence located in?

Ward,_____

22. Do you mind saying whether your total family income last year was under $5,000, between $5,000 and $10,000, or over $10,000.

1. Under $5,000
2. $5,000 -$10,000
3. Over $10,000
4. Not given

23. Please give your opinion on the following statements or questions

A. Where or how do you think children should be taught about the role of sex in life?

B. How do you feel most children are being affected by what they are currently learning about sex and family life?

23--(Continued)

C. What, if anything, do you feel should be done to make a sex education program in the public schools successful?

D. What, if anything, would you disapprove of in such a program?

	Parent Club Results
By sex:	
Men	17.0%
Women	83.0
	100.0%
By age groups:	
21 to 34 years	16.0%
35 to 49 years	69.0
50 years up	14.0
Age unreported	1.0
	100.0%
By education:	
College graduate	33.0%
Part college	27.0
High school graduate	27.0
Part high school	9.0
8th grade or less	3.0
Unreported	1.0
	100.0%
By religion:	
Catholics	28.5%
Protestants	64.0
Jews	4.5
Others	1.0
None	1.0
Data not available	1.0
	100.0%
By school-age children in family:	
Some in public schools	80.0%
Some in private schools	14.0
Not any children in school	5.0
Data not available	1.0
	100.0%
By socio-economic level:	
Upper third	60.0%
Middle third	27.0
Lower third	2.0
Not given	11.0
	100.0%
Rent or own their own homes:	
Renting	28.0%
Owner	68.0
Data not available	4.0
	100.0%

	Parent Club Results
What ward is your residence located in?	
Know their ward	81.0%
Don't know	19.0
	100.0%
Which do you think is better -- having some kind of program to educate children about sex and family life, or leaving children pretty much alone to find out for themselves?	
Leave alone	1.0%
Having a program is better	95.0
Undecided	2.0
Data not available	1.0
(Parents should teach them)	1.0
	100.0%
In your opinion, do children these days learn about sex matters more from their parents, or more from other persons?	
Parents	24.0%
Others	67.0
No opinion	9.0
	100.0%
Do you feel that most of the things children are now learning about sex and family life are good, or not good for them?	
Good	27.0%
Not good	39.0
Undecided	34.0
	100.0%
Would you say nearly all, three fourths, one half, or less, of parents with children in school, know enough themselves to teach their children the facts about the organs and process of reproduction? (Just your guess.)	
Nearly all	2.0%
Three fourths	8.0
One half	29.0
Less than half	54.0
Other answer (Parent unable, 10%, 25%)	3.0
No opinion	2.0
Data not available	2.0
	100.0%

Parent Club Results

Would you say that nearly all, three fourths, one half or less than half of parents with children in school, know how to teach their children healthy attitudes about sex and family life? (Just your guess.)

Nearly all	0.0%
Three fourths	1.0
One half	25.0
Less than half	66.0
Other answer (10%, 20%)	2.0
No opinion	3.0
Data not available	3.0
	100.0%

Frankly speaking, do you feel that a sex education program in the public school system would result in more good than harm, or more harm than good?

More good	78.0%
More harm	5.0
About fifty-fifty	11.0
No opinion	2.0
Data not available	2.0
(Depends on teacher)	2.0
	100.0%

If between these two general types of sex education programs, which one would you favor more in a public school system?

A program extending over a period of years designed to teach only basic facts about sex	11.0%
A program extending over a period of years designed to develop attitudes, habits, and ideals as well as to teach basic facts about sex	82.0
Neither one	4.0
No opinion	3.0
	100.0%

In what grade of school, if any, do you think sex education should be started?

Grade was suggested	84.0%
None, wouldn't start it	3.0
Undecided	13.0
	100.0%

Parent Club Results

Do you approve or disapprove of the idea of including some teaching about sex and family life and various courses that are already in the school curriculum -- such as social studies, general science, and biology?

Approve	89.0%
Disapprove	5.5
Undecided	5.5
	100.0%

Do you approve or disapprove of the idea of public schools bringing in professional experts, such as doctors and psychologists, to talk about matters of sex and family life to various classes?

Approve	94.0%
Disapprove	2.5
Undecided	2.5
Data not available	1.0
	100.0%

Listed below are various topics that might be covered in a public school program on sex education extending over a period of years. Which, if any, of these do you feel it would be good to have in such a program? Which, if any of these would you oppose having in a public school program?

	Approve	Oppose
How the body works and how to keep it clean and healthy	88.0%	3.0%
How babies are created and born.	76.0	10.0
Facts about birth control	45.0	30.0
Legal and moral responsibilities of being parents	81.0	4.0
Facts about sexual diseases--how to avoid them, what to do if exposed	73.0	3.0
Facts about people with unusual sex habits, how to deal with them	72.0	10.0
The relationship between love and sex.	76.0	5.0
The proper dating relationship	80.0	5.0
The problem of sex before marriage	66.0	12.0
What a family should be	86.0	5.0

In courses where sex education is included, do you think it would be better to have boys and girls in The same classes, or in separate classes, or does it really matter to you?

Same classes	18.0%
Separate classes	66.0
Doesn't matter	8.0
No opinion	7.0
Data not available	1.0
	100.0%

One of the major problems recognized by those surveyed and by administrative officials of the Orleans Parish School Board was the recruitment and training of competent teachers. Unfortunately, few colleges in the United States provide in-depth training of this nature. A survey of family life and sex education courses offered by United States and Canadian colleges was conducted, and the results of this survey can be found in the table on the following page.

It was evident that a wide variety of topics were covered under the guise of family life and sex education.

In order to both pre-screen potential teachers and to begin training of these teachers a three-week workshop was given at the Tulane University Center for Teacher Education during August of 1968. An outline of that workshop is presented on pages 66 through 68.

SCHOOLS	Introduction to Sex Education: Philosophy	Ethics	Values	Morals	History	Concepts/ Definitions	Religion	Roles in Sex Education: Home	School	Church/ Community	Sex Education from Kindergarten thru High School: Curriculum Guide	Integrated Content	Controversial Issues	Methods	Problems	Counseling Parents	Counseling Students	Parent Activities	Attitudes to Sex: Parents	Teachers	Reproduction: Physiology	Hygiene	Genetics	Birth Control	Child Growth and Development: Physical	Emotional/ Psychological	Adolescence: Sexuality	Social Problems	Attitudes Toward Sex	Family Living Education: Dating & Romance	Falling in love	Mate selection	Marriage	Family Planning	Middle life	Aging family	Various Sexual Behaviors and/or Problems: Abortions	General	Homosexuality	Masturbation	Illigitimacy	Pornography	Promiscuity	Prostitution	V. D.	LENGTH OF COURSE & CREDIT
Capital U., Columbus, Ohio	X							X			X								X			X			X	X		X		X														4 weeks - 4 credits
Catholic U. of Amer.,W,D.C.		X	X	X	X		X	X		X	X									X	X	X					X		X	X	X	X	X	X	X		X			X					2 weeks - 2 credits
Central Wash. St.U., Wash.	X			X		X		X			X		X		X							X		X		X				X	X	X	X	X	X										1 semester/2 wks.--3 hours
Montclair State Colleg.,N.J							X	X			X			X								X		X		X								X											3 courses/semester/2 hrs.each
St. Cloud State Coll.,Minn.			X	X		X		X			X		X									X		X		X	X							X				X	X	X			X	X	2 weeks/3 quarter hours
Teacher's College-N.Y.,N.Y.	X	X		X					X		X			X	X							X			X	X	X							X			X					X	X	X	4 courses/6 credits/6 wks.
U. of Arizona	X		X		X	X	X		X	X	X					X	X					X					X							X			X				X		X	X	5 hours--semester
U. of Connecticut			X	X		X	X	X	X	X			X			X						X			X	X	X				X	X	X	X	X						X			2 courses--6 wks./6 credits
U. of Detroit			X	X		X	X	X	X	X			X				X					X						X			X											X		2 weeks
U. of Maine						X		X	X		X		X									X						X																1 semester
U. of North Carolina				X		X		X	X	X						X				X								X			X		X	X	X									2 weeks--2 hours
U. of Ottawa	X				X	X	X	X	X	X								X				X			X	X											X	X	X		X		X		3 courses/semester/4 cr. each
U. of Tennessee			X			X					X											X	X		X	X																		2 weeks--3 quarter hours
Totals.	5	3	5	6	3	8	5	8	5	6	8	1	4	2	1	2	2	2	1	1	9	1	3	3	6	8	5	4	1	3	4	4	3	6	2	2	2	2	2	1	4	1	1	2	3	

*NOTE: Schools with advertised courses but no curriculum outline.

1. Northwestern University
2. U. of Minnesota
3. U. of Missouri
4. U. of Montana
5. U. of New Mexico
6. U. of Toledo
7. Washington U.,St. Louis
8. W. Virginia University
9. Trenton State Coll.,N.J.
10. San Diego State College, California

WORKSHOP IN SEX EDUCATION

Directed by Robert M. Doud

August 1968

Workshop Objectives

To provide potential instructors of students and teachers with a broad base of information on the biological, psychological, social, and cultural aspects of family and sexual life.

To determine the rationale for sex education programs in the schools.

To explore resources and materials available for family life and sex education programs.

To provide for the individual instructor, an adequate knowledge of his own sexual, mental, and emotional maturation processes as related to sex.

To develop facility in discussing concepts of family life and sex education.

Resource Personnel

A variety of specialists who have indicated an interest in sex education will be utilized through lectures, demonstrations and panel discussions. Teachers and students will also be used as resource personnel. The specialists will be selected from such areas as:

Audio-Visual Education
Community Agencies
Education (Elementary & Secondary)
Health Education
Medicine
Religion
Psychiatry
Psychology
Sociology
Students from local schools will participate in the practicum

Week One:

Monday
- Introduction to Sex Education
  - Historical development
  - Philosophy
  - Axiological considerations
  - Concept definitions
  - Religion

Tuesday
- Sex Education in the United States -- The Current Scene
  - Character and scope of pre-k through grade 12
  - Curriculum guides - concepts and content at grade levels
  - Controversial issues
  - Methods of teaching
  - Audio-visual materials
  - Texts and reference materials

Wednesday
- Roles in Sex Education
  - Home
  - School
  - Church

Thursday
- Attitudes Towards Sex
  - Parents
  - Teachers
  - Students
  - Measuring attitudes

Friday
- Group Discussion
  - Individual concerns

Week Two:

Monday
- Reproduction
  - Physiology
  - Birth control
  - Genetics
  - Hygiene
  - Environmental vectors

Tuesday
- Child Growth and Development
  - Physical
  - Emotional

Wednesday
- Adolescence
  - Sexuality
  - Special problems
  - Attitudes towards sex

Week Two (Continued):

Thursday	-Family Life Education Dating and romance Falling in love Mate selection Marriage Family member roles Role expectations Common conflicts in marriage Family planning--responsible parenthood Middle life The aging family
Friday	-Group Discussion Individual concerns

Week Three:

Monday	-Sexual Problems and Social Pressure Points Abortion Homosexuality Illegitimacy Infant mortality Infertility Masturbation Nocturnal sex dreams Pornography Prostitution Sex deviates Venereal disease
Tuesday	-Practicum Meeting with elementary students Group discussion
Wednesday	Practicum Meeting with junior high school students Group discussion
Thursday	Practicum Meeting with senior high school students Group discussion
Friday	-Group Discussion Pre-school orientation

This workshop was followed by a second, graduate-level course at the Tulane Center for Teacher Education. The following is an outline of that course and the required readings.

Education 647
Lecture Schedule

Fall 1968
Professor Doud

TULANE UNIVERSITY

CENTER FOR TEACHER EDUCATION

HUMAN SEXUAL ATTITUDES AND BEHAVIOR

Texts: James L. McCary, Human Sexuality, Van Nostrand, New York, 1967.

Vance Packard, The Sexual Wilderness, McKay Company, Inc., New York, 1968.

September 26. --Definition of "Attitude" and "Behavior"

October 3. --Male and Female Attitudes and Behavior: The Double Standard

October 10. --Socio-economic Class: Attitudes and Behavior

October 17. --Parents and Children: Differential Attitudes and Behavior

October 24. --The Law: Attitudes and Behavior

October 31. --Religion and Sex: Attitudes and Behavior

November 7. --Young Adults: The New Look

November 14. --Marriage: Contemporary Trends

November 21. --The New Role of Women

November 28. --Thanksgiving Recess

December 5. --Aberrations: Attitudes and Behavior

December 12. --Sexual Diseases and Disorders

December 19. --New Directions: Changes in Sexual Attitudes and Behavior

January 9. --New Directions: Continued

January 16. --New Directions: Continued

January 23. --Final Exam

Education 647
Readings

Fall 1968
Professor Doud

TULANE UNIVERSITY

CENTER FOR TEACHER EDUCATION

HUMAN SEXUAL ATTITUDES AND BEHAVIOR

September 26 --Noyes and Kolb, Modern Clinical Psychiatry, p. 2, p. 67.
McCary, pp. 1-22.
Packard, Chapter 1.

October 3 --McCary, pp. 10-11, 14, 175, 205, 222, 233, 284, 307-308.
Packard, Chapters 21, 22, 23, 24, 26.

October 10 --McCary, pp. 203-236.

Recommended:
Kinsey, Sexual Behavior in the Human Male.
Kinsey, Sexual Behavior in the Human Female.
Hollingshead, Elmtown's Youth.

October 17 --Usdin, Editor, Adolescence.

October 24 --McCary, pp. 329-338.

Recommended:
Slovenko, Sexual Behavior and the Law.

October 31 --McCary, pp. 9-14, 212, 284, 333.
Packard, pp. 29, 39-40, 103, 110, 235.

November 7 --Packard, Chapters 9, 10, 11, 12, 13, 14.

November 14 --Packard, Chapters 15, 16, 17, 18.

November 21 --Packard, Chapters 6, 7.

December 5 --McCary, pp. 273-307.
Packard , Chapter 25.

December 12 --McCary, pp. 240-273.

December 19 --Packard, Chapters 19, 20.

January 9 --Packard, Chapters 27, 28.

January 16 --Packard, Chapters 2, 3, 4.